

Wellbeing Policy



FAIRFIELD
HIGH SCHOOL

Approved by:	Board of Directors	February 2021
Signed by:	Chair of Directors	February 2021
Written by:	Pippa Hart, Senior Learning Manager	February 2021

Wellbeing Policy

(Including:
Student Support Services; Mental Health; Bereavement;
Young Carers; In Year New Students)

Statement of Intent

At Fairfield High School we aim to promote positive well-being for every member of our school community, students and staff. We pursue this aim using both whole school approaches and specialised, targeted interventions for individuals.

We recognise that every member of our school community will deal with situations or life events that may affect their wellbeing and mental health. In addition to promoting work practices and strategies to promote positive well-being and mental health for all, we can promote a safe and stable environment for students and staff affected either directly and indirectly.

We, as a school want to make a positive impact on the mental health and well-being of our students, as well as building resilience and reducing stigma around mental health. Part of this will be equipping our students to be able to articulate their emotions and have the right vocabulary to talk about their own mental health. This will enable students to look after their mental and physical health, build positive relationships, and ask for help if needed and to follow their own academic and personal goals and progress at school and after they leave to access post 16 opportunities.

Fairfield High School Wellbeing Vision

The vision for Wellbeing and Mental Health at Fairfield High School is for a whole school community where positive emotional wellbeing and mental health are a priority throughout the school. This will enable students, with the support of their teachers, to build confidence and flourish.

For staff, support and ongoing learning opportunities for all, will promote and support everyone's emotional wellbeing and mental health, so that staff are mentally and physically empowered to facilitate learning, aspiration and discovery.

Scope

This document describes the school's approach to student support services and promoting positive wellbeing and mental health for students and staff.

This policy is intended as guidance for all staff including associate staff and governors as well as parents/carers.

This policy should be read in conjunction with our safeguarding and RSE policies in cases where a student's mental health and well-being overlaps with or is linked to a medical issue and the SEND policy where a student has an identified special educational need.

This policy aims to:

- Raise the profile for the whole school community of the importance of positive mental health and well-being, including staff, students and the wider school community
- Increase understanding and awareness of common mental health issues
- Alert staff to early warning signs of mental ill health in themselves, colleagues and students
- Provide support to staff
- Provide support to students dealing with bereavement; life limiting illnesses; young carers; mental ill health; or who have joined Fairfield High School during the year/from out of the area.

Lead Members of Staff

Whilst all staff have a responsibility to promote the mental health of students, staff with a specific, relevant remit include:

Head teacher: Sue Gaston

Deputy Head teacher: Jayne Conway (DDSL), Dan Kelly

Learning Managers: Pippa Hart, Liz Shilcock (Mental Health Lead), Cheryl Harley

SENDCo: Mary Seaborn

Any member of staff who is concerned about the emotional wellbeing or mental health of a student should report it on MyConcern/speak to the Mental Health Lead.

If there is a concern that the student is in danger of immediate harm, then the normal safeguarding procedures should be followed with an immediate referral on MyConcern. See Safeguarding Policy for further detail.

If the student presents a medical emergency then the normal procedures for medical emergencies should be followed.

Where a referral to Child and Adolescent Mental Health Service (CAMHS) is appropriate, this will be led and managed by Learning Managers.

Promoting Staff Wellbeing

Fairfield High School are committed to promoting positive mental, physical and emotional wellbeing and will provide suitable support for all members of staff.

Fairfield High School recognise the value of good management practice, with systems in place to effectively manage staff and encourage a partnership approach with staff, and workplace unions by:

- Fostering a supportive work environment, operating in a fair and consistent manner.
- Promoting a healthy workplace and practices that ensure that members of staff can develop a healthy mind.
- Paying attention to any indication of changes in performance or behaviour in staff and promote sympathetic alertness to staff who show signs of being under stress.
- Understanding the differing needs of staff, at different points and events during their life cycles, and offer support accordingly, if and when required.

- Following agreed procedures when there are concerns or absence due to work related stress and other mental-health and well-being problems, including occupational health support.
- Ensuring that a return-to-work policy is established in the workplace that is supportive of staff both while absent and upon return to work.
- Carrying out a risk assessment, where necessary, and especially when concerns have been raised, as soon as possible.
- Carefully planning and agreeing work-life balance solutions including flexible working practices where possible and appropriate.
- Managing pressures, which may affect staff, including the impact of workload pressures, and anticipate likely problems, taking action to reduce the effects of these pressures where possible and review regularly by gaining staff feedback.

All staff need to:

- Seek support or help when they think they are experiencing a problem, if possible, to a clearly identified line manager.
- Act in a manner that respects the health and safety needs of themselves or others whilst in the workplace.
- Consider wellbeing support mechanisms offered e.g. occupational health and mediation meetings to assist employees to return to normal working relationships.
- Where possible, be alert of any indication of changes of behaviour in colleagues and promote sympathetic alertness to colleagues who show signs of stress.

As a minimum, all staff will receive regular training about recognising and responding to mental health issues as part of their regular safeguarding training to enable them to keep students safe.

Training opportunities for staff, who require more in-depth knowledge, will be considered as part of the performance management process. Additional CPD will be supported throughout the year where it becomes appropriate, due to developing situations with one or more students.

Suggestions for individual, group or whole school CPD should be discussed with Jayne Conway who can also highlight sources of relevant training and support for individuals as needed.

Student Services

Student support services include regular days for our school counsellor; school nursing team and independent careers advisor as well as providing a safe space for students to meet with other agencies if requested.

Learning Managers are available to work with students through one-to-one meetings or in small groups to provide bespoke, targeted intervention to support the needs of all students. This support reinforces CCT themes and curriculum content, providing a holistic approach.

The Learning managers also work in partnership with external agencies, staff and families to put early help strategies in place ensuring that students achieve and develop life skills that will support them

beyond Fairfield High School.

Learning managers will consult with The Early Help Hub and the Education Officers in MASH, and parents/carers if they feel that students/families need a multi-agency approach to the support being put in place.

Mental Health

The skills, knowledge and understanding needed by our students to keep themselves and others physically and mentally healthy and safe are included as part of our Critical Thinking Themes (CCT); RSE curriculum and student support services.

The new personal, social, health, economic (PSHE) education curriculum will be implemented fortnightly from September 2021 incorporating statutory relationships and sex education (RSE) statutory requirements. The curriculum has a specific strand for Health and Wellbeing in line with the PSHE association resources and RSE statutory requirements.

The specific content of programmes and interventions will be regularly reviewed to suit the specific needs of the cohort, and to meet the needs of individual students. There will always be an emphasis on enabling students to develop the skills, knowledge, language and confidence to seek help, as needed, for themselves or others.

Recognising Warning Signs of wellbeing or mental health concerns

School staff may become aware of warning signs, which indicate a student is experiencing mental health or emotional wellbeing issues. These warning signs should always be taken seriously and staff observing any of these warning signs should communicate their concerns with any Designated (D) Safeguarding Lead immediately and recorded on MyConcern

Possible warning signs include:

- Physical signs of harm that are repeated or appear non-accidental
- Changes in eating or sleeping habits
- Increased isolation from friends or family, becoming socially withdrawn
- Changes in activity and mood
- Lowering of academic achievement
- Talking or joking about self-harm or suicide
- Abusing drugs or alcohol
- Expressing feelings of failure, uselessness or loss of hope
- Changes in clothing – e.g. long sleeves in warm weather
- Secretive behaviour
- Skipping PE or getting changed secretly
- Lateness to or absence from school

- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism
- Loss of interest in hobbies

When assessing the problem, the following will be considered:

- The duration of the changes
- The severity
- The impact
- The complexity
- The context

Managing disclosures

A student may choose to disclose concerns about themselves or a friend to any member of staff, so all staff need to know how to respond appropriately to a disclosure.

If a student chooses to disclose concerns about their own mental health and wellbeing or that of a friend to a member of staff, the member of staff's response should always be calm, supportive and non-judgemental.

Staff should listen rather than advise, and first thoughts should be of the student's immediate emotional and physical safety rather than exploring 'Why?'

All disclosures should be recorded on MyConcern. This should include:

- Date
- The name of the member of staff to whom the disclosure was made
- Main points from the conversation
- Who the information has been disclosed to by the staff member.

Confidentiality

Staff should be open from the outset with students regarding the issue of confidentiality. Staff should always inform the student that they may not be able to keep what the student has disclosed confidential as safety of the student and the safety of others is priority.

Staff should state to the student that the information will be shared with D/DSL and why it is needed to be shared.

There are certain situations when information must always be shared with another member of staff and / or a parent. This includes situations relating to safeguarding protocols, for students up to the age of 18.

Staff will also be supported following disclosures from students.

Parents must always be informed if a student is at risk of or has been harmed immediately without delay. In some circumstances, if lowered risk, students may choose to tell their parents themselves,

which is also encouraged. If this is the case, the student should be given 24 hours to share this information before the school contacts parents. We should always give students the option of us informing parents for them or with them.

If a student gives us reason to believe that there may be underlying safeguarding, before parents are contacted, D/DSLs will complete a risk assessment and seek advice, where appropriate, before contacting home

Health Care Plans and Risk assessments

It is helpful to draw up either an individual health care plan or risk assessment for students causing concern or who receive a diagnosis pertaining to their wellbeing/mental health.

The plan should always involve the student, the parents, Learning Managers, Senior Leadership Team and relevant health professionals, where possible.

This can include:

- Details of a student's condition
- Special requirements and precautions
- Level of risk to self or others
- Medication and any side effects
- What to do and who to contact in an emergency
- Preventative measures

Supporting Parents

Where it is deemed appropriate to inform parents, we need to be sensitive in our approach. Before disclosing to parents, we should consider the following questions (on a case-by-case basis):

- Can the meeting happen face to face? This is preferable.
- Where should the meeting happen? At school, at their home? Consider where students might be more comfortable.
- Who should be present? Consider parents/carers, the student, and other members of staff.
- What are the aims of the meeting?

It can be shocking and upsetting for parents/carers to learn of their child's issues. School will be accepting of this and give the parent/carers time to reflect.

We should always highlight further sources of information and give leaflets to take away where possible. Sharing sources of further support aimed specifically at parents can also be helpful too, e.g. parent helplines, children's services, Early Help.

Learning Managers will always follow up with parents/carers, after disclosures have been discussed, to consider booking in a follow-up meeting or phone call right away, as parents/carers often have many questions as they process the information.

Learning Managers will finish each meeting with agreed next steps and always keep a brief record of the meeting on MyConcern. Relevant staff will also be briefed where necessary.

In order to support all parents, school will:

- Highlight sources of information and support about common mental health and wellbeing issues on our school website and social media
- Ensure that all parents/carers are aware of who to talk to, and how to go about this, if they have concerns about their own child or a friend of their child
- Make the well-being policy easily accessible to parents/carers
- Share ideas about how parents/carers can support positive wellbeing in their children through school events such as parents' evenings

Supporting Peers

When a student is suffering from mental health issues, it can be a difficult time for their friends. Friends often want to support but do not know how. In the case of self harm or eating disorders, it is possible that friends may learn unhealthy coping mechanisms from each other.

In order to keep peers safe, Learning Managers will consider on a case by-case basis which friends may need additional support. Support will be provided either in one to one or group settings and will be guided by conversations with the student who is suffering and their parents.

Additionally, Learning Managers will highlight:

- Where and how to access support for themselves
- Safe sources of further information about their friend's condition
- Healthy ways of coping with the difficult emotions they may be feeling
- School's 'Well-being Champion' Peer Support, which is student led overseen by Learning Managers

Bereavement/life limiting illnesses

The student services team, led by Learning Managers, has responsibility for monitoring and supporting bereaved students and staff, or signposting to appropriate services e.g. counsellor in or out of school (including before their bereavement, where relevant – for example, in the case of terminal illness).

Students and staff may require support to grieve in the initial days and weeks following a death.

Learning Managers will:

- Provide direct support to bereaved students and staff

- Signpost to internal/external support available to bereaved students and staff such as counselling
- Organise safe spaces for bereaved members of the school community to take a time out
- maintain awareness of particular times of year that can be very difficult especially for the newly bereaved - e.g. Christmas
- Provide additional support during significant transitions e.g. when moving up to the next year group or transitioning to a new school/college
- Arrange for temporary changes to timetable and liaise with teachers to provide in lesson support or for students to work in Student services

A member of SLT will be responsible for contacting the family to confirm news of a death and determine the wishes of the family in terms of what can be shared with the rest of the school community and how.

Learning Managers will also lead on support for students who are experiencing life-limiting illness of a close family member and ensure that students are supported in school as well as have the opportunity to engage in specialist services or organisations.

On some occasions, support with access to learning may be required. This may be because a student has been away from school following a personal bereavement or after a death affecting the whole school community; or because they are unable to attend school due to home circumstances. The school will support them in their return to school and for as long as necessary afterwards.

If the student is off school for an extended period of time it may be that online provision will be put in place to ensure the student has access to work.

Return to school meeting

A member of SLT or Learning Manager will meet with the bereaved student (and their parents/carers) to discuss how best to manage a return to school.

The purpose of the meeting will be to:

- Determine whether the student is emotionally ready to return to the classroom either full-time or with adjustments to the timetable to allow for a phased return
- Address any concerns the student and their parents/carers have about the return to school
- Consult with the student about how or even if they want their classmates to know of the death (where relevant)
- Open lines of communication between the student and relevant staff to ensure support should the student feel overwhelmed
- Open lines of communication between the school and the student's parents/carers to coordinate support
- Liaise with SENDCo to consider any additional support needed for a student who is vulnerable or has special educational needs SEND

Ongoing support

Learning Managers will maintain regular contact with the student's parents/carers to monitor how the student is coping.

We acknowledge significant dates or holidays may be especially difficult. Where possible staff will be mindful of this and ensure additional support is available.

We know that grief may impact a student's progress and affect their behaviour. To manage this, we will:

- Arrange for students to have ongoing meetings with LMS or named key staff
- Provide support and quiet space in student support area (NDW) if the student needs to work out of the classroom
- Liaise with staff about lesson/subject content and work required with an option to remove student from the lesson if the content is inappropriate.
- Where appropriate share relevant information to form tutor and subject teachers ensuring that the students are supported across the school community
- Continue to have communication with home if there are any concerns about the student e.g. offering regular time / safe space for the student to talk, automatic inclusion in a bereavement group, older student mentor memory box, etc.
- Liaise with exam boards for 'special consideration for exams,' if the bereavement is within 6 months
- If required, complete an Individual Provision Plan to look at any gaps in support working with key staff to monitor progress, behavior and attendance.

We will take care to manage changes for bereaved students by preparing them in advance (where possible) and taking extra steps to support necessary transitions

Young carers

Young Carers are people under the age of 18, who look after someone who is unwell or disabled. Usually the person they care for is a member of their family.

As a Carer they may help with:

- Doing the housework
- Doing the shopping
- Interpreting
- Keeping an eye on someone
- Washing or dressing
- Administering Medication

There are a number of young carers at Fairfield High School. If staff are concerned that a student may be a young carer, further student information is on Sims or the provision map on Common staff. If staff are still concerned they can complete a referral on MyConcern.

Young carers are supported throughout the school:

- By raising awareness through curriculum learning and CCT themes to think about other peoples situations
- Staff understanding there may be situations that impact on the completion of homework
- Learning Manager or Identified member of staff to speak to on a regular basis.
- Liaising with staff if the student is struggling in school and putting appropriate strategies in place.

How can I spot a Young Carer?

Many times, our Young Carers talk to us about their challenging home life or their role as carer but sometimes they don't and these are some key identifying characteristics to look out for:

- Anxiety or concern over an ill or disabled relative
- A need or desire to be in regular contact with home
- Often late or missing from school
- Secretive about their home life
- Often tired, distracted, withdrawn or anxious
- Low self-esteem and self-confidence
- Isolated or victims of bullying
- Poor relationship with peers
- May take on a caring role with younger children
- May demonstrate confidence when interacting with adults
- Isolation or withdrawal or behaviour that may be deemed as challenging in a school or youth group situation but is the opposite of behaviour demonstrated at home.
- Back pain or other related pain
- Outbursts or amplified response to events due to the emotional strain they may be under

Who do I speak to if I think a student may be a Young Carer?

Senior Learning Manager/DDSL– Pippa Hart

Who outside of school can help the Young Carers?

School work closely with external agencies to help support young carers and their families. Further support can be put in place through early Help and Young carers young people's workers.

https://www.herefordshire.gov.uk/info/200147/social_care_and_support/416/carers/2

Through engaging with these services, young carers can have access to

- Individual advice and support
- The opportunity to meet other Carers
- Regular trips and activities

Learning managers will also regularly meet with young carers.

In year New Students

Often students will start at Fairfield during the academic school year having moved into county from elsewhere in the U.K or abroad. It is important that these students experience ongoing support to help them to settle into a new peer group, school community, and local community. Sometimes there can be differences in school and community culture that can feel overwhelming if not identified and that will affect the student's wellbeing and academic progress.

On starting at Fairfield in Year New Students will be met by a member of SLT or a Learning Manager and a 'buddy' from their form will be arranged to show them around the site and who will accompany them to lessons over those first few days. Learning Managers will also meet with the student to talk through their timetable, and school systems/processes. Relevant information will be given to staff in a timely and appropriate way e.g. bereaved/SEN /DV etc.

An identified member of staff will initially arrange to meet with the new student and will then regularly meet to ensure that they are settling in and arrange any further support if required. There will also be opportunity to meet and talk to other students who have experienced a similar move.

Being part of the school and local community

It is not only the students that may feel overwhelmed by a change in area and school but also the parents/carers and other members of the immediate family.

As a new member of the Fairfield community, parents/carers will be contacted by a representative of the PTFA who will talk to them about the different school events and can signpost to ways of getting involved in their local community.

Signposting to support

We will ensure that staff, students and parents/carers are aware of sources of support within school and in the local community. What support is available within our school and local community, who it is aimed at and how to access it is in the wellbeing section of the school website

A range of relevant sources of support (appendix A) will be displayed in student services areas: notice boards around school, on the school website and social media. These will regularly highlight sources of support to students within relevant parts of the curriculum.

Whenever we highlight sources of support, we will increase the chance of student help-seeking by ensuring students understand:

- What help is available
- Who it is aimed at
- How to access it
- Why to access it
- What is likely to happen next

Coronavirus (COVID 19)

The COVID 19 outbreak has had an impact on everyone's daily life and it is important to remember that everyone reacts differently to events and changes that they have never faced before. These changes can affect the way a person thinks, feels and behaves, displaying feelings of loneliness, frustration, anxiety and boredom.

Bomber (2020) has gone so far as to say that society is undergoing 'collective trauma' as a result of the COVID 19 crisis. Due to the crisis it is likely that our nervous system is on alert with low level fight or flight responses primed.

Mental health of all members of the school community will have been affected by changes and uncertainties imposed by the situation and responsive measures should take this into consideration. Continuing positive relationships between teachers and students will be integral to reforming the supportive school community.

Learning is available online to those with internet and technology access. . Teaching has been adapted to reflect the circumstances and with considerations for individual needs.

Details of the school's safeguarding approach amendments as a result of the pandemic can be found in the safeguarding (including child protection) policy and on the school website.

The Wellbeing page on the school website signposts a range of diverse resources and available services who can be contacted for support of students and their families

Additional to the safeguarding provision and on site student support, wellbeing calls are made by the Form Tutors, Learning Managers and SLT to identified individuals and are recorded as part of the school Covid tracking process.

Appendix A - Support organisations and resources

NATIONAL WEBSITES

YOUNG MINDS– www.youngminds.org.uk

ANXIETY UK–support@anxietyuk.org.uk

HEALTH for TEENS www.healthforteens.co.uk

MIND MIND-info@mind.org.uk

NSPCC www.nspcc.org.uk

CHILDLINE 0800111 www.childline.org.uk

CALM (<https://www.calm.com/breathe>)

HEADSPACE (<https://www.headspace.com/headspace-meditation-app>)

FLORA (<https://flora.appfinca.com/>)

Coronavirus – information for teenagers

<https://www.unicef.org/coronavirus/how-teenagers-can-protect-their-mental-health-during-coronavirus-covid-19>

Information for parents and carers

Coronavirus – helping your teenager to cope

<https://www.barnardos.org.uk/blog/how-help-your-teenager-staying-home-during-lockdown>

Local online support and counselling

Kooth is an anonymous, confidential, safe, online wellbeing service offering counselling, information and forums available for young people in Herefordshire.

The service is available every day of the year during the following times:

Between 12 noon to 10pm (Monday to Friday) or

Between 6pm to 12 midnight (Saturday and Sunday)

Young people can log on to kooth.com on their smartphone, laptop or tablet.

-
Strong Young Minds -01432 269245 or e-mail symproject@thecldtrust.org
www.thesymproject.org

SUPPORT FOR YOUNG CARERS

The BBC estimates that **there are about 700,000 young carers in the UK**

You're a young carer if you're under 18 and help to look after a relative with a disability, illness, mental health condition, or drug or alcohol problem.

If you're a young carer, you probably look after one of your parents or care for a brother or sister.

You may do extra jobs in and around the home, such as cooking, cleaning or helping someone get dressed and move around.

You may also give a lot of physical help to a brother or sister who's disabled or ill.

Along with doing things to help your brother or sister, you may be giving them and your parents emotional support, too.

It can be hard work being a young carer. Sometimes other children don't understand your responsibilities and you have less free time than others.

Many young carers cope well with caring, especially if you have support from other family members and it's important to look after yourself. You have the right to be looked after too and there are lots of places and people you can go to get help.

There is support for you if you think you are a young carer and would like to talk to someone. You can speak to a member of staff at school and they will arrange for Mrs Hart or Mrs Shilcock to talk to you. If you would like to talk to someone about being a young carer at the moment you could email one of your teachers and they will pass it on to Mrs Hart.

In Herefordshire you can also follow the link below to access young carers support workers

https://www.herefordshire.gov.uk/info/200147/social_care_and_support/416/carers/2
You can find information using these links too

<https://www.nhs.uk/conditions/social-care-and-support-guide/support-and-benefits-for-carers/help-for-young-carers/>

<https://youngminds.org.uk/find-help/looking-after-yourself/young-carers/>

The most important thing is to know that you aren't alone and that you can talk to someone.

SAFEGUARDING

If you have, any safeguarding concerns about a student or their family please phone:

MULTI AGENCY SAFEGUARDING HUB- 01432 260800 Mon-Fri 9am-5pm

POLICE: Non-emergency 101 or if an emergency 999

<https://www.herefordshire.gov.uk/family-support/parent/6>

Early Help Hub

If you or your family need advice, guidance or support with any issue, including relationship difficulties, financial worries, domestic abuse or emotional and mental health wellbeing, we can help you to access the right help at the right time. This will help you to work through the difficult times and support you to get your family back on track.

Call the Early Help Hub team on 01432 260261 (available Monday to Friday, 9am to 5pm, closed on bank holidays)

Top Tips for Positive Mental Wellbeing

Have you had your daily dose of happiness chemicals? – click here to find out more

- **Talk about the way you feel and build healthy relationships with people.** If you are having a tricky time, talking about how you feel with someone you trust can often help. Spending time around positive and supportive people, means you are more likely to have a better self-image, be more confident and feel able to face difficult times.

- **Sleep well.** Poor sleep can impact your mental wellbeing. Negative feelings are likely to be exaggerated and you might find you are more irritable and less confident. Teenagers need more sleep than adults – 9.5 hours a night is ideal!
- **Eat well.** Eating healthily has a positive impact on your physical and mental health. Eating healthily and regularly as well as drinking plenty of water can help you to feel more healthy and happy.
- **Physical activity.** Physical activity is good for mental wellbeing, particularly if you exercise outdoors. Being active can help reduce low mood and anxiety and boost your self-confidence. It also releases endorphins – ‘feel-good’ hormones that can help improve your mood.
- **Do something you enjoy.** Doing something you enjoy can improve your confidence and help you stay well. Make time to do things you like away from technology, whether it’s seeing your friends, drawing, crafting or playing sport.
- **Identify mood triggers.** Keeping a mood diary for a week can help you work out what affects your mental wellbeing and notice changes in your mood that would be difficult to spot otherwise. For example, you may realise that being on social media for a long period of time or eating certain foods has an effect on your mood.
- **Look after yourself during difficult times.** Everyone has times when they face challenging situations. If you are experiencing a difficult time, or are unwell, it’s important to look after yourself. Try to get enough sleep and eat regularly. If you are finding it difficult to cope on your own, don’t be afraid to ask someone you trust for help.
- **Learn to accept yourself.** One of the most important steps in staying mentally healthy is to learn to accept yourself. If you value yourself, you are more likely to have positive relationships with other people and find it easier to cope with difficult times in your life.
- **Relax!** It’s important to make time to relax, even if you don’t feel under stress. This may mean spending time listening to music or walking the dog. Learning a relaxation technique, such as breathing exercises, yoga or mindfulness, can also help you relax and reduce stress levels.